

NCEXTEND1 Eligibility Criteria

To determine participation in any of the NCEXTEND1 alternate assessments, the following eligibility requirements must be met:

- The student must have a current Individualized Education Program (IEP).
- The student must be enrolled in grades 3–8, 10, or 11, according to PowerSchool. Note: Only those students enrolled in 11th grade for the first time are required to take the NCEXTEND1 alternate assessment at grade 11.
- The student must be instructed using the North Carolina Extended Content Standards in all assessed content areas (i.e., Reading, Mathematics, and Science).
- The student must have a significant cognitive disability.
 - The student’s disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.
 - The student requires extensive and repeated individualized instruction and support to make meaningful gains.
 - The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.

The vast majority of students with disabilities do not have a significant cognitive disability. The NCEXTEND1 is not appropriate for students who

- are being instructed in any or all of the assessed general grade-/course-level content standards of the *North Carolina Standard Course of Study* (i.e., Reading, Mathematics, and Science);
- demonstrate delays only in academic achievement;
- demonstrate delays only in selected areas of academic achievement;
- demonstrate delays owing primarily to behavioral issues; or
- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study pathway).

Evidence for the decision to participate in NCEXTEND1 is not based on:

- a disability category or label,
- poor attendance or extended absences,
- native language/social, cultural, or economic differences,
- expected poor performance on the general education assessment,
- academic or other services the student receives,
- educational environment or instructional setting,
- percent of time receiving special education services,
- English Learner (EL) status,
- low reading level/achievement level,
- anticipated disruptive behavior,
- impact of student scores on the accountability program,
- administration decision,
- anticipated emotional distress, or
- need for accommodations to participate in the assessment process.

IEP teams can use the following *North Carolina Alternate Assessment Decision-Making Chart* to aid in decision making regarding the NCEXTEND1 alternate assessment for students.

North Carolina Alternate Assessment Decision Making Flow Chart

